



Department of
Education

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Beldon Education Support Centre

Public School Review

March 2021



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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Context

Beldon Education Support Centre (the school) is located approximately 26 kilometres north of the Perth central business district in the North Metropolitan Education Region.

Established in 1985, the school gained Independent Public School status in 2011. The school is co-located with Beldon Primary School, which fosters the sharing of facilities.

The school has a Stephanie Alexander Kitchen Garden and nature play areas, providing educative and engaging outdoor spaces in which students can play and learn. Many students use the school bus service for journeys between school and home.

Currently, there are 55 students enrolled from Kindergarten to Year 6. Beldon Education Support Centre has an Index of Community Socio-Educational Advantage of 1052 (decile 3).

Support is provided by the Parents and Citizens' Association (P&C), and the School Board provides support in monitoring and reviewing the school's strategic directions.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the current school context.
- The school visit yielded information that added value to the school self-assessment submission and assisted with validation.
- Parents representing the School Board and P&C engaged openly in the validation visit, providing insights that enhanced the review process.
- Staff actively engaged in and contributed to the self-assessment process.

The following recommendations are made:

- Continue to engage in reflective practice that identifies the actions required to create and sustain the conditions for successful students.
- Use the ESAT to guide ongoing self-assessment of the school's planning and progress against the Standard.

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Relationships and partnerships

The school community is committed to building strong relationships and values the contribution of community partnerships. These have resulted in opportunities for students and improved educational outcomes.

Commendations

The review team validate the following:

- Parent and community members of the School Board are strong advocates for the school and are invested in achieving positive outcomes for the students.
- With the support of the School Board, the school has formed partnerships with a wide range of community groups to offer greater opportunities and experiences for the students.
- The school chaplain is a highly valued member of the school community and contributes to the wellbeing of staff, students and families.
- Parents hold the school in high regard and have confidence that the staff will act in the best interest of their children.
- Staff work together collaboratively to promote the health and wellbeing of all staff.
- Strong connections with schools in the Joondalup Learning Community and Joondalup Education Support Centre provide opportunities for building staff capacity through sharing and collaborative learning.

Recommendation

The review team support the following:

- Continue to evaluate the school's communication processes and establish an agreed communication platform.

Learning environment

The school prides itself on providing a safe, caring and inclusive environment for students and staff, underpinned by a culture that supports learning opportunities and positive behaviour.

Commendations

The review team validate the following:

- To provide positive learning experiences that are engaging and motivational, students are offered a range of sporting activities and the opportunity to participate in the DRUMBEAT program.
- Increasing the number of events and opportunities for parent participation has further developed a sense of community and belonging for families and students.
- The school's emphasis on providing an accessible physical environment has been well received by students, enabling them to identify specific play spaces that they find both enjoyable and stimulating.
- The Principal works actively with staff to provide an environment that is supportive of staff and their wellbeing.

Recommendations

The review team support the following:

- Explore ways to offer greater opportunities for student inclusion across both campuses.
- Consider processes to capture student voice to develop greater student agency.
- Research tools for monitoring student health and wellbeing.

Leadership

The school leadership and School Board display a commitment to improving student performance, with staff enthusiastic and dedicated to this journey.

Commendations

The review team validate the following:

- The Principal engages respectfully with staff and the School Board, demonstrating a genuine commitment to improving teaching practice to support student learning.
- The introduction of Professional Learning Communities (PLC) and a revised leadership structure is providing the opportunity for staff to lead and influence the development of operational plans.
- Staff are encouraged to access professional learning to build their knowledge and expertise. There is the expectation for staff to provide feedback on their learning and consider how they can contribute to whole-school practice.
- In partnership with the Joondalup Learning Community, the Western Australian Future Leaders Framework is being used to provide aspirant staff with authentic opportunities for leadership development.

Recommendations

The review team support the following:

- Reflect on the current business plan and create explicit links to operational and classroom planning.
- Further clarify and strengthen the structure of the PLCs to provide leadership development opportunities to staff.
- Continue working with the Joondalup Learning Community to build leadership capacity within the school, in line with the Western Australian Future Leaders Framework.

Use of resources

The Principal, in conjunction with the manager corporate services, oversees the financial planning and budget management.

Commendations

The review team validate the following:

- The Principal and manager corporate services work together to form the annual budget, with the initial budget established based on historical data.
- The school's Finance Committee reviews and monitors the budget. Staff are able to make submissions to the Committee for additional resources.
- The manager corporate services, in consultation with the Principal, has developed a five-year reserves and replacement plan.
- Workforce planning and staffing requirements are based on student profile information.

Recommendations

The review team support the following:

- Strengthen current budgeting practices through the engagement of staff in submitting costs for projects and learning areas, with explicit linking of resources to the school's business plan.
- Give consideration to the long-term budgetary implication of maintaining the Explicit Instruction program.

Teaching quality

There is a commitment to supporting the whole child. This is evident in the student-centred focus of staff and collective work to improve student communication.

Commendations

The review team validate the following:

- Screening of Kindergarten students for placement and creation of cognitively alike classroom student cohorts has contributed to a stable learning environment.
- The introduction of Abilities Based Learning Education, Western Australia (ABLEWA) is supporting greater consistency in; curriculum planning; teaching and learning for A Stage students; and curriculum delivery.
- Through the PLCs, staff work together to develop an agreed approach to teaching ABLEWA A Stage students.
- Individual Educational Plans now include elaborations, providing staff and parents with meaningful and measurable improvement goals.
- Continuity for student learning programs is supported through a planned approach, with teachers remaining with students for a two-year cycle.
- Staff are provided with ongoing professional learning to develop their skills to meet the needs of their students.

Recommendations

The review team support the following:

- Review the school's reflection against the National School Improvement Tool to plan for continuous improvement in teaching quality.
- Consolidate teaching expectations across all student cohorts and articulate these within the operational plans.

Student achievement and progress

The school has a focus on becoming more data-informed through the building of capacity of staff to use data to plan for individual students and cohorts.

Commendations

The review team validate the following:

- The school has a curriculum assessment and reporting procedure document to guide teaching practice.
- Following a review of the school assessment procedures, ABLEWA has been adopted for all A Stage students.
- Individual student progress is monitored and measured, with data used for reporting to parents.
- A student profile is developed for each child and used to guide the selection of teaching strategies and the management of student behaviour.

Recommendations

The review team support the following:

- Develop agreed assessment requirements and schedules for the different cohorts of students.
- Explore options to measure student progress and whole-school performance in an education support setting that can be articulated in the business plan.

Reviewers

Lou Zeid
Director, Public School Review

Jayne Gorbould
Principal
Endeavour Education Support Centre
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Teaching Quality and Student Achievement and Progress domains only, will be Term 1, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools